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ABSTRACT

This curriculum guide for second-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and a personal and societal value system. Teaching techniques include story readings, classroom discussion, use of study prints and filmstrips, making posters, and role playing. The units treat the following topics: My Name, Being Myself, People are Different, My Emotions, Teasing, Property Ownership, Fear, Being Fair, Cheating, My Strengths and Weaknesses, Disagreements, Generosity, Respect for Property, Anger, Truthfulness, and Respect for Authority. Each unit outline contains purpose, affective objectives, concepts, classroom activities, guiding questions, teaching procedures, evaluation techniques, and lists of materials needed. Appendices include transparencies needed for the units and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 2

PATTERN OF HEALTHFUL LIVING: ME AND MY WORLD

VAL EDUCATION

IES

Harris County Department of Education
Office of County School Superintendent

FEB 04 1976

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

Second Revision

ME AND MY WORLD

LEVEL TWO

Margaret Evans

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent

1975

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PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D
Project Coordinator

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PREFACE

Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.
   B. Appreciation of value systems operating in a multi-ethnic society.
   C. Experiences in examination of values both personal and societal.
   D. Experiences in resolution of value conflict and value clarification both personal and societal.

RATIONALE

Many students in this day and time seem to have difficulty deciding what is good, right, worthy, desirable, or exactly what is worth valuing. Many influences operate to confuse the valuing process in our society. Such things as the transiency of the family, one out of every five families move every year; new and improved means of communication expose many ways of life, both good and bad, just and unjust right and wrong to children of all ages. Comic books and newspapers put children into contact with crime, horror, sex and stories of corruption. With these things in mind, the lessons in this guide were written to first, develop or reinforce a good self-concept in the child, and second, to develop within the child a valuing process.

Raths, Harmin and Simon in their book, Values and Teaching bring out the conflicts students face and the problem of establishing their own values.

> In school and out, he is told that to co-operate is not only excellent but is practically a necessity in our world. At the same time, he is told that everybody should look out for himself, that if you don't look out for yourself nobody else will. You are to get yours and everyone else is to get his. He is told that women are the equal of men, and as he grows up he sees that in many situations they are not. In school he learns a romanticized version of the vigilantes in California history. He comes to believe that they were fine people. And at the same time he is supposed to pledge loyalty

> to a society that is ruled by law. He learns about some of the great patriots who initiated our revolution, people who stood up and spoke their minds, and while he is learning these things, people close to him advise him to be careful of what he ways, not get into any trouble, go along with the authorities, and make the best of whatever the situation is.
>
> He learns a lot of verbalisms about religion; and as he grows up, he also learns that one should not let religion interfere with making money. He is told again and again that education is a fine thing and that it helps to enrich life; but he is apt to learn that it is the certificate, the diploma, or the degree which is really significant. It is not education itself which is so important, but the accepted symbols of education that open up the door to success. While he is told that knowledge is power and that skill is to be respected, he is also told that it is not what you know but who you know that really counts.
>
> Many more of these kinds of conflicts could be added but enough have been listed to suggest that the child's world is indeed a confused one. It must not be easy to grow in a society characterized by these conflicts.[1]

With all these inconsistencies facing children every day, one can see the difficulty which exists as they attempt to develop clear values of their own. Considering the many choices confronting the child constantly, some training in decision making is necessary. The teacher is in a unique position to help students clarify their values. This guide has been planned to aid the child in this difficult task.

[1] Raths, Louis E., Merrill Harmin, Sidney B. Simon. Values and Teaching. New York: Charles E. Merrill Publishing Company, 1966, p. 21.

DIRECTIONS TO TEACHERS

The time devoted to a lesson should not exceed twenty or twenty-five minutes unless you feel the students will benefit by extending the time. If, at any time, you feel the attention of the group is waning, you should then summarize and terminate the lesson.

Before beginning the lesson be sure you have checked materials needed and have everything ready for use. Being well prepared is one factor toward a successful lesson.

The lessons begin with the appreciation of self. A child who learns to accept and appreciate himself will be in a much better position to accept and love others and the world around him. As the lessons proceed, he discovers emotions are normal for everyone and they are not something to be suppressed, ashamed of, or afraid of. These and many everyday experiences are realistic and the student is encouraged to talk about them freely and instructed in ways to deal with them effectively.

The teacher should act as a guide during the discussion period and should avoid giving his opinion. The student should be encouraged to express his feelings without fear of teacher disapproval. There are no right or wrong answers. This type of discussion should be enjoyed by the student

because anything he says is accepted. The questions were carefully planned using teaching strategies that begin with the lowest level of thinking, recalling facts, and proceeding through making and explaining inferences about feelings, to making generalizations about people and their feeling. While asking open ended questions in a discussion, the teacher can learn much about the feelings of each individual. This is invaluable in working with the student.

The main objective of the teacher through the use of this guide should be to assist the student in developing a good self-image, and to become a better decision-maker after having examined alternate behavior and consequences.

Margaret Evans

ME AND MY WORLD

UNIT II

LESSON 1 - MY NAME

Purpose:

It is important to feel good about your name.

Concept:

Importance of names

Terminal Objective:

Following the lesson, pupils will be able to explain in one sentence why a name is important.

Enabling Objective:

As a result of the story, I Write It, pupils can give and explain various reasons why a name is important.

Materials:

1. Book, I Write It, by Ruth Krauss
2. Paper, pencil, crayon
3. Pins and a large name tag for each child.

Learning Experience:

1. Pin name tag on each child.
2. Read the book, I Write It.
3. Conduct the following discussion:
   A. What happened in the story?
   B. How do you think she felt each time she wrote her name? Why do you think she felt that way?

Who has a different idea of how she felt? Why do you think she felt that way?

D. Has anyone that you thought didn't know you ever call you by your name? For example, the principal, or a different teacher?

(Let several children relate their experiences)

E. Give some reasons why you think a name is important? Suppose two people had the same name. Would there be a difference? What would the difference be?

F. Are people's names ever used for other things? (Example: animals, etc.)

Evaluation:

1. Thinking back over all the things we have said about names, please finish this statement:

A name is important because:_____

(Pupils may be divided into groups of three or four and verbally complete the evaluation or it can be a written exercise.)

Additional Activities:

1. Have the students draw pictures of themselves and write their names under them. Color these and put them up in the room.

2. Have the students make a desk name plate. Take a piece of manila paper and fold it in half lengthwise. Draw lines on one half to write names on. Tell students to write their names and decorate name plates. Each day they can put these on their desks.

3. Tell the students to try to learn the names of all the children in the class if they do not know them.

UNIT II

LESSON 2 - BEING MYSELF

(This lesson will take two days to develop completely.)

Purpose:

To be yourself is better than to be anyone else.

Concept:

Being yourself

Terminal Objective:

Through completion of sentences, pupils will be able to analyze the importance of being one's self.

Enabling Objective:

1. Through role playing pupils will explore the meaning of being themselves as opposed to someone they may wish to be.

2. Through the learning experience pupils will list advantages and disadvantages of being themselves rather than being someone else.

Materials:

1. Transparency of boy and girl daydreaming. (See appendix for Transparency master)
2. Paper, pencil, crayons

Learning Experiences:

1. Show the transparency.

2. Today we are going to pretend this boy and girl are talking about all the things they thought they would like to be in their dreams. I am going to start the conversation and then someone else may continue.

3. Since we have talked about the importance of names, let's give this boy and girl a name. (Call on one boy and one girl to select a name. Write the names on the board and say the names each time the script says boy or girl.)

4. Boy: I wish I were a little dog so I could run fast and bark; but most of all so people would pet me and play with me. I would not have to go to school and I could play all day.

   Girl: Yes, but if you were a dog and did not go to school you could not read funny stories and you would not learn anything. You could only follow all the other boys around and when they played ball you would just have to watch.

   Boy: Yeah, I guess you are right. That would not be any fun at all.

   Girl: I wish I were a beautiful flower because people love to look at flowers and pick them and show them to other people.

   Boy: Yes, but if you were a flower you would die after a few days and you could not eat hot dogs or ice cream cones and that would be terrible.

   Girl: I really did not think of that; I guess I'd rather be me.

   Boy: I would like to be a tiger so I could be stronger than anyone else and make as much noise as I wanted to.

   Girl: Yes, but if you were a tiger, everyone would be afraid of you. No one would want to love you or hug you, or get near you.

5. Let the students take the part of the boy and girl and finish telling about the pictures. Each time letting one respond to the other stating why it would be better to be themselves. What did you notice?

   (Be sure to bring out that it's better to be yourself because everybody or thing has some problems and you can have more fun as yourself.)

6. Explain the following game to the students:

   A. One person states what he would like to be and why.

B. Another person responds why that would not be as good as being himself.
They must think before they raise their hands to talk.

(Give each person time to think to avoid wasting time.)

Evaluation:

Have students fold a piece of paper in fourths. In each fourth each of the students will draw a picture of what he would like to be. Under each picture or on another piece of paper he will complete:

I wish I were_____.

These will be exchanged with another student who will complete the sentence:

But then you could not_____.

Alternate:

Have the students make up stories on the following ideas or let them think of their own titles. They could illustrate their story and read it to the class.

1. The Day I Turned into a Kitten

2. I was a Ghost for a Day

3. My Day as a Bird

UNIT II

LESSON 3 - PEOPLE ARE DIFFERENT

(This lesson will take several days to develop completely.

Purpose:

No two people are exactly alike. Each has his own unique set of abilities, skills, strengths and weaknesses.

Concept:

Differences in people are good.

Terminal Objective:

Pupils will be able, either orally or in written form, to synthesize in one statement his beliefs about the value of individual differences.

Enabling Objectives:

1. Following the story, "Worm's Narrow Escape," pupils will be able to verbally answer questions which will lead to an analysis of "differences" in the story.

2. Pupils will be able to offer a statement of belief about differences through the selection or drawing of pictures representing differences.

Materials:

1. Book, The Turtle and His Friends by Thomas Gnagey and Patricia Gnagey

2. Pencil, paper, crayons

Learning Experiences:

1. Explain to the students you are going to read a story that shows how some of our animal friends are different and how they are the same.

2. Read Chapter II - "Worm's Narrow Escape" pages 33-39.

3. Conduct the following discussion: (Children's attention will lag if you read the story and do all the discussion in one day. It is suggested that you read the story and ask question A and then stop. The next day review the main points of the story and continue the discussion.

   A. What happened in the story?

   B. How were the snail and the worm alike?

   C. What were some of the ways Toad and Worm were different? What do these differences tell you about things they could do?

   D. What important part did Snail play in saving Worm?

   E. Who do you think was most important in saving Worm?

      (In the discussion it should be brought out that it took everyone's working together to save Worm. For instance, if the students say "Turtle, because he swam out and brought Worm back on his shell," ask - "How did he know where Worm was in the water?" etc. Summarize what students say....you have said...

   F. What are some ways we are alike? (Try to bring out such things as:)

      1. We all go to school

      2. We all have eyes

      3. We all have hair on our head

   G. Can you name some ways we are different?

   H. What would happen if we were all just the same?

   I. Do you think it is good that we are different? Why do you think that?

4. Have the students collect pictures showing differences in people or have students draw and color pictures showing differences. Students should then explain why they chose the pictures they did and what advantages they see in differences in people.

Evaluation:

Have students complete the following statement:

I think it is good that we are different because_____.

UNIT II

LESSON 4 - MY EMOTIONS

Purpose:

Emotions both positive and negative are part of every person and should be accepted without feelings of shame or guilt.

Concepts:

Positive and negative emotions.

Terminal Objective:

Following the lesson pupils will be able to complete sentences illustrating feelings they will have in various situations.

Enabling Objective:

Pupils will verbally analyze situations presented in transparencies which will allow an exploration of emotions in different situations.

Materials:

1. Transparency #2 -Three Faces (See appendix for transparency master
2. Overhead projector
3. Paper, pencil

Learning Experience:

1. Show transparency #2. Talk about picture No. 1 (Happy Face). Ask these questions:

   A. How do you think this boy feels?

   B. Why do you think he feels this way?

   C. Can you tell me some other things that make people happy?

   (After each response ask - Why would that make someone happy?)

2. Talk about picture #2 (Sad).

   A. How do you think this girl feels?

   B. Why do you think she feels that way?

   C. Can you tell me some other things that make people sad?
      Why would that make someone sad?

3. Talk about picture No. 3 (Anger).

   A. How do you think this boy feels?

   B. Why do you think he feels that way?

   C. Can you tell me some other things that make people angry? Why would that make someone angry?

4. The teacher should then explain - These feelings we are talking about are sometimes called our emotions. Then write on the board the words Happy, Sad, Angry. Ask them the following questions:

   A. Can anyone tell me any other feelings or emotions we have? (List these on the board.)

   B. Looking at these emotions - can you think of times you have felt happy, sad, angry, etc." (Stop each time for students to react.)

   C. Do you think it is all right to feel sad or angry at times?

   D. Why do you think that?

   E. Does anyone have a different idea? Why do you think that?

   F. Thinking about all we have said about our feelings, can anyone tell me one important thing about our feelings?

Evaluation:

Put the following sentences on the board and have students complete them on paper.

1. When I get blamed for something I didn't do, I feel _____.

2. When I am going to a circus, I feel _____.

3. When someone doesn't play fair in a game, I feel _____.

4. When I am near a growling dog, I feel _____.

5. When I win a race, I feel _____.

Alternative Evaluation:

1. Draw faces that show feelings like happy, sad, anxious, surprised, afraid, proud, etc. and label each.

2. Find pictures in magazines that show how people feel. Put these on the bulletin board.

UNIT II

LESSON 5 - TEASING

(This lesson will take several days to develop completely.

Purpose:

How to deal with teasing.

Concept:

Feelings while being teased

Terminal Objective:

Pupil will formulate a policy statement covering appropriate action following a situation where teasing has occurred.

Enabling Objectives:

1. Pupils will begin verbally collecting their ideas and feelings about teasing, as they participate in questioning following the story, "The Teasing Toad."

2. Pupils, participating in groups, will synthesize their attitudes toward teasing into a concise policy statement, at the end of this lesson.

Materials:

Book, The Turtle and His Friends, by Thomas Gnagey and Patricia Gnagey.

Learing Experiences:

1. Discuss the meaning of teasing or relate teasing experiences.

2. Read Chapter III, "The Teasing Toad," pages 48-54.

3. What happened in the story?

4. How did Turtle feel when Toad teased him about how slow he was? Why?

5. What did Turtle do when he got mad? Why did he do that?

6. Who did Turtle talk to about his problem? What were the two rules Father Turtle told him to remember when someone teased him?

7. How do you feel about the two rules?

8. Do you think that is a good way to act when you are teased? Why do you think that?

9. What did Turtle do when Toad teased him again? Why?

10. How do you think Turtle felt when he kept the two rules Father Turtle gave him? Why? How do you think Toad felt? Why?

11. Has something like this ever happened to you when someone teased you? What did you do? How did you feel? Why do you think you felt that way?
(Get several instances of different ways people have been teased.)

12. From the discussion we've had, how do you think you would act if someone teased you? Why do you think that is a good way? Do you think that would be a "good" way to act?

Evaluation:

1. Gather the students in groups of four or five. Have them think of a situation where someone is being teased. Each group will collectively make a decision in order to complete this statement:

   I am going to try to do these things when I am teased:

   1._____, 2._____, 3._____, etc.

2. Observe students' behavior when situations involving teasing arise. Discuss their behavior toward it with them.

UNIT II

LESSON 6 - PROPERTY OWNERSHIP

(This lesson will take two days to develop completely.)

Purpose:

Students will face the issue of ownership

Concept:

Ownership

Terminal Objective:

As a result of the role-play activity, pupils will make a group decision concerning the issue of ownership.

Enabling Objectives:

1. Through the filmstrip, pupils will analyze the various points of view regarding ownership.

2. After the questioning session, pupils will be able to make a synthesis or summary statement illustrating the concept of ownership.

Materials:

1. Sound filmstrip and cassette, "But It Isn't Yours" Part II, Guidance Associates
2. Filmstrip projector
3. Cassette player

Learning Experience:

1. Show the filmstrip

2. Conduct the following discussion:

   A. What happened in the story?

   B. Who do you think the bicycle should belong to? Why do you think that?

C. Does anyone have a different idea about who should get the bicycle?

D. Do you think something belongs to you just because you found it?

Why do you think that?
(Get different ideas and reasons)

E. Does owning something mean that it belongs to you forever, no matter what happens?
Why do you think that?

F. Thinking about all we have said, can you tell me one important idea about ownership?

Evaluation:

Divide pupils in groups and have them role-play one of the two dilemmas given below. (Taken from Discussion Guide" for "But It Isn't Yours" Guidance Associates)

A. Two friends are playing catch. One throws the ball a little high and the other misses the catch. The ball breaks a window. Now, one child plays the thrower, one plays the child who missed the catch, another plays the owner of the house where the window was broken.

B. You find five dollars on the playground. When you tell the teacher you found it, two children say that they lost it. One child plays the finder, two others play the children who say they lost five dollars, and a third plays the teacher.

After the role-play, each group will decide on the proper action to be taken as a result of the posed dilemma.

UNIT II

LESSON 7 - LAST CHOSEN

Purpose:

Sensitivity to feelings of others.

Concept:

Awareness of feelings

Terminal Objective:

Pupils will be able to illustrate their interpretation of how it feels to be chosen last.

Enabling Objectives:

1. Pupils will reflect on the meaning of being chosen last as pictured in the study print.

2. Through the questioning session, pupils will clarify their feelings with regard to consistently being chosen last.

Materials:

BFA Study Print - "Last One Chosen"

Paper, pencil, crayons

Learning Experiences:

1. Place picture where all can see it.

2. Conduct the following discussion:

   A. The title of our picture is "Last One Chosen". What is happening in this picture? Be sure the following points are discussed:

      1.) The boys are going to play ball.

      2.) One boy is looking very dejected and is the last to be chosen on one team.

B. What are some reasons you think he was the last one chosen?

C. Does anyone have different ideas?

D. How do you think the boy felt? Why do you think he felt that way?

E. Who has a different idea of how he felt? Why?

F. How do you think the other boys felt while this was happening?

Why do you think they felt that way?

G. Have you ever had something like this happen to you or to someone you know?
What happened?
How did you feel?
Why do you think you felt that way?

H. How do you feel about "when" you are chosen?
Is it really that important whether we are chosen last or not?
Why do you think that?

I. Thinking about what we have said can you tell me one important thing about the feelings of others when they are chosen last? Why do you think he was the last one chosen?

Evaluation:

1. Let children go through the process of choosing sides for such things as, teams for races, art contest, etc. Each time observe who was chosen last and point out that different people are chosen last in different situations. Have them discuss how they think the person feels who is chosen last.

2. Observe students on the playground and in the classroom when teams are chosen to see if they consistently choose the same person last.

UNIT II

LESSON 8 - FEAR

(This lesson will take several days to develop completely.)

Purpose:

To experience the emotion of fear is normal, legitimate and healthy.

Concept:

The emotion of fear

Terminal Objective:

Pupils in groups will formulate solutions to experiences related by other children of a time when they were afraid.

Enabling Objectives:

1. **Pupils will expand their ideas of the concept "fear" as a result of the questioning session following the story.**
2. **Through acting or pantomime, pupils will demonstrate their own concept of fear.**
3. **As the result of the lesson, pupils should be able to distinguish between legitimate fear and imagined fear.**

Materials:

Book, The Turtle and His Friends by Thomas and Patricia Gnagey.

Learning Experiences:

1. **Discussion of fear and related terms.**
   - A. Let's think of some things we might be afraid of and I will write them on the board. (If class does not respond give some examples, i.e., noise, a shadow, dark, someone jumping out behind something, snakes, etc.)
   - B. Have you ever seen anybody who was scared?
   - C. What was he or she afraid of?
   - D. How did he act so you knew he was fearful?

E. How do you suppose he felt inside when that happened?

2. Read Chapter One Turtle and the Stick Monster" pages 19-24. (The teacher should use inflections in her voice for the different characters.)

3. Conduct the following discussion:

   A. What happened to Turtle in the story?

   B. How do you think Turtle felt about Mr. Walking Stick?

   C. Do you think it was O.K. for Turtle to feel frightened? Why?

   D. Do you suppose Mr. Walking Stick ever gets frightened? Why?

   E. Turtle was so frightened he made some mistakes in seeing what Mr. Walking Stick really looked like. What were these mistakes?

   F. Have any of you ever been frightened of anything? Do you want to tell us about it? Why do you think you were scared?

   G. Have you ever made mistakes about something you were scared of? Why?

   H. What do you think you should do when something frightening happens to you? Why?

   I. Do you think there are times when everyone is afraid of something? (Discuss real and imaginary fears.)

Evaluation:

1. Act out the story. Have the person playing the part of the turtle and walking stick feel and look frightened at the appropriate places.

2. Have the children draw a "frightened" and a "not frightened" turtle.

3. Have the children make themselves look worried, frightened, embarrassed, and happy. See if the group can guess which is being demonstrated by other class members.

4. Put children in small groups (3 or 4). Each child will relate an experience of a time when he was afraid. The other children will provide a solution to the experience

based on the story and their discussion. (Teacher should spot check for participation and lend assistance to groups who need guidance in carrying out the activity. The main purpose is to have pupils explore the emotion of fear and realize it can be dealt with in a rational manner.)

Note to Teacher:

You may choose one or all three of the last four activities. Use as many, or substitute your own ideas, as seem necessary to develop the concept.

UNIT II

LESSON 9 - BEING FAIR

(This lesson will take two days to develop completely.)

Purpose:

Difficulty of being fair in certain circumstances.

Concepts:

Fairness

Terminal Objective:

Following the lesson, pupils will make a decision about fairness by illustrating a solution to the story, "That's No Fair."

Enabling Objectives:

1. Pupils will clarify their ideas about fairness by participating in the questioning concerning the story.

2. Pupils will make a decision regarding fairness following role-play activities about Eddie and Andy.

Materials:

1. Filmstrip "That's No Fair", Part II
2. Cassette player
3. Discussion guide
4. Paper, pencil, crayons

Learning Experience:

1. Show Filmstrip

2. Conduct the following discussion:

   A. What happened in the story? (Be sure the following points are brought out.)

      1.) Wizard loses glasses

2.) He mistakes the two boys for one creature

3.) He offers a reward if the glasses are found

4.) Andy sees the glasses in the water

5.) Eddie goes under water with Andy holding his legs and retrieves the glasses.

6.) When Wizard puts glasses on he realizes there are two boys and he has only one reward.

B. What do you think the Wizard could do?
Why do you think that?
(List on the board the things the class suggests, getting a reason for each item. Ask how the boys would react if the Wizard did that.)

C. Looking at our list of all the things we've said the Wizard could do, what do you think he should do? Why should he do that?

D. From all we have discussed, what could we say about fairness?

3. Organize role-play situations as outlined below. This will provide further opportunity for pupils to clarify their thinking and move toward a decision. Role play the following in this order:

A. One person can be Andy. How would you convince the Wizard he should give you the watch?

B. One person can be Eddie. How would you convince the Wizard he should give you the watch?

C. One person can be the Wizard. Having heard these reasons, what is the fair thing for you to do?

Evaluation:

Have pupils fold a piece of paper in fourths or sixths. Number each fourth of sixth. Draw pictures of the story and in the last block illustrate their own solution. Label each picture or have the characters talk as in a funny paper. Pupils may color their pictures.

UNIT II

LESSON 10 - CHEATING

Purpose:

Students will decide for themselves the good and bad points of cheating.

Concept:

Cheating on a test

Terminal Objective:

Following the lesson, the pupil will demonstrate his concept of cheating by completing a sentence on cheating.

Enabling Objectives:

1. Pupils will silently analyze the study print, by observing very carefully the activity pictured.
2. Pupil will express their ideas about cheating in a free discussion period following role-play.

Materials:

1. BFA Study Print, Series, My Class, No. 220003, "Cheating on a Test."
2. Paper, pencil

Learning Experiences:

1. Have students examine the picture.
2. Conduct the following discussion:
   A. What do you think is happening in the picture? (Be sure the following points are discussed.)
      1) Boys are taking a test
      2) One boy is trying to see what the other is writing so he can copy it.

B. What do you think were the reasons for the boy trying to copy from his neighbor?

C. From the reasons you gave, what do you think was the most important reason for the boy's cheating? Why?

D. How do you think the boy feels when he cheats? Why?

E. How do you think he would feel if he made 100 by cheating? Why?

F. What would you do if you did not know an answer? Why would that be a good thing to do?

G. What are some other ways boys and girls cheat?

H. Has something like this (cheating on a test) ever happened to you or someone you know?
What did you do?
How did you feel? Why?
Do you think you did the right thing?
What would you do differently the next time?

I. Do you think it is better:

1) Make 100 by cheating or

2) Make a lower grade and not cheat? Why?

Evaluation:

Divide the class into four groups and assign the two role-play activities equally to the groups. Let them discuss possible solutions following the role-play. After the role-play activity, bring the children out of their groups and complete the evaluation sentence. This will give you, the teacher, an opportunity to observe the level of moral reasoning operating with your children.

1. Role-play the following:

A. Teacher giving a test to four students and one student does not know all the answers.

b. Mother tells child she does not want to see another bad grade on a test. Child takes test and does not know all the answers.

2. Have the children complete the following:

   If you do not know the answer to a question on a test, I think it is better to.....

UNIT II

LESSON 11 - MY STRENGTHS AND WEAKNESSES

(This lesson will take several days to develop completely.)

Purpose:

Awareness of strengths and weaknesses in people

Concept:

Strengths and weaknesses

Terminal Objective:

Given a hypothetical situation, pupils will make a decision about strengths and weaknesses which all people have.

Enabling Objective:

Pupils will demonstrate their ideas about individual strengths and weaknesses by answering questions following the story, "Worm the Hero."

Materials:

Book, The Turtle and His Friends, by Thomas Gnagey and Patricia Gnagey

Learning Experiences:

1. Read Chapter IV, "Worm the Hero" - pages 65-70. (Use inflections in your voice.)
2. Conduct the following disucssion:

   A. What happened in the story?

   B. How did Worm say he felt when Turtle came running up? Why do you think he felt that way?

   C. What happened that took Worm's thinking off himself? Do you think that was good or bad? Why?

   D. How do you think Worm felt when he saved the cocoon? Why do you think he felt that way? How was this feeling different from the way Worm felt about himself at the beginning of the story?

E. How did the other animals feel about Worm? What did this do for him?

F. Has something like this, when you were the hero in a situation, ever happened to you or someone you knew?
What happened?
How did they feel?
Why do you think they felt that way?
(Try to bring out the fact that everyone at times feels good and bad about himself.)

G. What are some things we can do or say to help people when they feel badly about themselves.

H. From our discussion, what general statement can we make about everyone?
(That at times we all have good and bad feelings about ourselves.)

Evaluation:

Have pupils react to the following hypothetical situations and try to get them to agree on one solution. This will probably prove difficult for the children and will afford the teacher an opportunity to question the children closely on why there are differences of opinions. Try to bring out the differences in feelings which will exist. Hopefully, children will accept the idea that we all feel good and bad about ourselves at times.

A. Four children are talking. John tells his friends that he can climb all the way to the top of the tall pole. John isn't able to make it and has to come down before he gets to the top. What can the other boys say to help?

B. Three girls are playing and Betty says, "Let's ride our bikes." Susie can't ride a bike yet and she feels very badly because the girls always end up riding bikes. What could Patty say or do?

Alternate Evaluation:

Have students role-play the story "Worm the Hero" and come up with their own solution.

UNIT II

LESSON 12 - DISAGREEMENTS

Purpose:

Students will learn to solve conflicts in a positive way

Concept:

Quarreling/Disagreements

Terminal Objective:

Following the lesson pupils will be able to list at least two ways of settling disagreements peacefully.

Enabling Objective:

Pupils will view the study print and participate in expanding their concept of settling disagreements peacefully, by answering questions relating to the study print.

Materials:

1. BFA - Study Print Value Series: My School: Fight!
2. Paper, pencil

Learning Experinece:

1. Place the picture where all can see it.
2. Have students look at the picture a few minutes.
3. Conduct the following discussion:
   A. What is happening in the picture?
   B. What do you think were their reasons for quarreling? Why?
   C. What do these reasons tell you about what is important to them?

D. What do you think will happen next? Why do you think that?

E. Has something like this ever happened to you or to someone you know? What happened? What would you have done if you had been in the fight? Why would you have done that?

F. How do you think each felt? Why do you think he felt that way? (Try to center attention on the feelings of one boy at a time - the one who started the fight and the one who got involved with him.)

G. What are some of the reasons boys and girls fight? (As students state reasons, write them on the board.) As they give you a reason ask - Why would that start a fight?

H. You have given me these reasons and told me why that would start a fight - now can anyone tell me a better way to solve a disagreement than fighting? Let's start with this one - (Point to the first reason given and proceed until you have gotten several solutions) After each ask - Why is that a better solution than fighting?

I. Thinking back over everything we've said about reasons for fighting and what happens when you fight, can you give one big idea about how to settle problems.

Evaluation:

1. Finish this statement: The best ways to settle disagreements are: 1._____, 2._____

2. Observe times when students get into disagreements on the playground to see how they handle it.

UNIT II

LESSON 13 - GENEROSITY

Purpose:

Students will understand the concept of generosity and how to apply it in daily living.

Concepts:

Generosity

Terminal Objective:

Pupils will collectively draw up a set of guidelines which they believe to be appropriate to govern "sharing" in the classroom or on the playground.

Enabling Objective:

Pupils will be able to verbally explore their feelings about sharing, following a discussion of the story "Patty and Sue."

Materials:

1. Transparency #2, Sharing My Toys (See appendix for transparency master.)
2. Overhead projector
3. Pencil, paper, crayons

Learning Experience:

1. Show the transparency
2. Read the following story:

PATTY AND SUE

Patty had many, many toys of every description. She played with her friends Betty and Sue every day. Most of the time the girls played at Sue's house because Sue had a real play house in her back yard. They loved to play house at Sue's,

but one day the girls decided to go to Patty's because she had more toys. When the girls got to Patty's the usual thing happened. Patty would not let the girls play with her toys. Sue and Betty told Patty they shared their toys with her, but every time they went to Patty's house she would not share with them. Sue and Betty then told Patty they did not want to play with her any more.

3. Conduct the following discussion:

   A. What happened in the story?

   B. How do you think Sue and Betty felt when Patty would not let them play with her toys?
      Why do you think they felt that way?

   C. Who has a different idea of how they felt? Why did they feel that way?

   D. How do you think Patty felt when the girls said they would not play with her again? Why do you think she felt that way?

   E. What could Patty do to get the girls to play with her again? How would that help?

   F. Has something like this ever happened to you or someone you know? What happened?
      How did you feel?
      Why do you think you felt that way?

   G. What are some other ways we can share with people besides toys?

   H. Thinking about our story and all we have said, can you tell me one important idea about sharing?

Evaluation:

1. Ask what are some ways we can share in the classroom or on the playground? Make a list on chart paper and post. Children must explain why the sharing guidelines would make everyone in the class feel better.

2. Observe students sharing in the classroom and on playground.

Alternate Evaluation:

1. Have the children draw pictures of sharing or cut pictures from a magazine. Make a large bulletin board display of these materials.

2. Divide the class into groups of four or five and let them make murals around the school for all to see.

UNIT II

LESSON 14 - RESPECT FOR PROPERTY

Purpose:

Respect of property

Concept:

Vandalism

Terminal Objective:

After the lesson, pupils will be able to produce and defend a situation which illustrates his feeling about "Respect for Property."

Enabling Objective:

1. Pupils will be able to list alternatives to the type of behavior illustrated in the print.

2. Pupils will examine their feelings about respect for property by completing a sentence concerning defacing the property of someone else.

Materials:

1. BFA Study Print - "Wall"

2. Paper, pencil, crayons

Learning Experience:

1. Place picture where students can see it.

2. Conduct the following discussion:

   A. What has happened in the picture:

      (For discussion purposes it might be easier to set a make believe situation in the school...."Suppose this was our bathroom here at school...Suppose some children here at school did this...."

B. What do you think were the reasons the people had for doing this? Why do you think that?

C. Can any one else think of different reasons? Why do you think that?

D. Suppose no one saw a person do this, would it be all right then? Why?

E. Can you tell me some other places besides schools where you have seen something like this? What do you think makes people do things like this?

F. If you saw someone marking on property that was not theirs, what could you do? How would that help? (Give several students the opportunity to give their opinion.)

(Property is used to mean anything that belongs to someone else.)

G. Can anyone finish this statement, "I don't think we should mark on things that don't belong to us because _____.

Evaluation:

1. Have students make posters on taking care of property. Let them write a caption on each. Let them show and explain these to other classes.

2. Assign five students to a group. Ask them to think up a situation where one or two students are marking on property and the others see them. Ask them to role-play the situation.

3. Take a trip around the school observing any ways school property has not been respected properly. Discuss how children can help prevent this.

Teacher: You may wish to use only one of the above evaluation procedures.

UNIT II

LESSON 15 - ANGER

(This lesson will take several day to develop completely.)

Purpose:

To make students aware that feelings of anger should be dealt with and not suppressed or forgotten.

Concept:

Emotion/Anger

Terminal Objective:

Pupils will be able to propose a solution to a problem concerning anger, following the lesson exercises.

Enabling Objective:

1. Pupils will be able to explore feelings of anger and what they mean through the questioning exercises following the story. Allow for full pupil participation.

2. Pupils will express feelings of anger he has had and discuss why he felt as he did during the discussion period.

Materials:

Book, The Turtle and His Friends by Thomas Gnagey and Patricia Gnagey

Learning Experiences:

1. We are going to read a story about Mr. Toad who has a bad day and gets very mad at one of his friends over almost nothing. Let's listen and find out why things like this happen.

   Read the story "Cranky Old Toad" pages 85-90.

2. Conduct the following discussion:

   A. What happened in the story?

   B. How did Turtle feel when Toad first came by? Why?

C. How did Turtle feel when he left? Why?

D. What changed Turtle's feelings toward Toad?

E. How do you think Toad felt when Mother Fieldmouse bawled him out?

F. How do you think Toad felt when Mother Toad had to go get him? Why?

G. What could Toad have done that would have made his day go smoother before he left home?

H. When the animal friends thought back over the Toad's day, could they begin to see some reasons for the way he treated Turtle? What kind of feelings started building up inside Toad?

I. What did Toad do about these feelings of anger he had? Why do you think he did that?

J. When did Toad let out his feelings? Why do you think he took them out on Turtle?

K. What were some of the things Father Turtle told the animals to do when they got angry? How do you think these things would work?

L. Have you ever been in a situation when you got very angry about something? What happened? How did you feel? Why do you think you felt that way?

(Give several students the opportunity to give examples.)

M. Do you think that was a good thing to do? Why? What could you have done differently?

N. Sum up in one sentence what people should do when they are angry at others.

Evaluation:

The following are listed as evaluation activities.
Teacher: Use the one, or ones best suited to your needs.

1. Make a list from the children's own experiences of common sources of frustration or thwarted aggression that make them carry their mad feelings away, still inside them.

2. Have the children think back to before they started school and see if any change has taken place in the nature of these thwarting sources.

3. Talk about anger. Do role-playing of the sources of thwarting that parents probably have. (A-the "bad day at the office" idea. Dad being thwarted by his boss and then coming home and fussing at the family. B-Mother sees John has not made his bed before leaving for school; then later in the morning she burns her arm while ironing, then the baby spilled her milk all over mother. When Mary comes home just a little late after school, mother gets awfully mad and says she can't watch television because she was late.

UNIT II

LESSON 16 - TRUTHFULNESS

Purpose:

Telling the truth is often a hard thing to do.

Concept:

Truthfulness

Terminal Objective:

Pupils will demonstrate their feelings about truth by completing a statement regarding truthfulness.

Enabling Objective:

Pupils will analyze the different points of view regarding truth by participating in the questioning following the filmstrip.

Materials:

1. Sound film - "The Trouble With Truth", Part II
2. Filmstrip projector and cassette
3. Paper, pencil

Learning Experience:

1. Show the filmstrip

2. Conduct the following discussion:

   A. What was the film about? Be sure the following points are brought out.

      1) Debbie's father promised to take her to the State Fair for her seventh birthday and she could choose five rides.

      2) When they get to the fair, Debbie's father discovers he left his wallet at home.

3) They have enough money to buy two tickets.

4) They can buy one adult ticket and Debbie can lie about her age and get in for half price, leaving money for a ride. The decision is up to Debbie.

B. What would you do if you were Debbie? Why?

C. Does anyone have a different idea? Why do you think that?

D. How do you think Debbie felt when she found out her father had forgotten his wallet? Why did she feel that way?

E. Who do you think should decide what to do, Debbie or her father? Why?
Was it right for Debbie's father to ask her to make the decision? Why?

F. If it was Debbie's birthday, what difference would one day make if she says she is six or seven? Why do you think that?

G. If Debbie gets in by saying she is six would that be fair to other seven-year-olds who go to the Fair? Why? Is it fair to the owner? Why?

H. How do you think Debbie will feel if she tells a lie? Why would she feel like that?

I. How do you think Debbie will feel if she tells the truth? Why would she feel like that?

J. Which do you think would be harder for Debbie; to lie about her age or to tell the truth? Why do you think that?

Evaluation:

Finish this statement:

If I found myself in a situation similar to Debbie's,

I would do the following:

UNIT II

LESSON 17 - RESPECT FOR AUTHORITY

Purpose:

Pupils will understand the necessity for authority and respect for authority in life.

Concept:

Respect for authority

Terminal Objective:

Given a hypothetical situation, pupils will decide on three guidelines involving use of or respect for authority.

Enabling Objective:

1. After viewing the study print, pupils will orally express their views regarding authority.
2. As a result of the questioning period, pupils can list and explain the role authority and repect of authority plays in their life.

Materials:

1. BFA Study Print "Crossing Guard"
2. Paper, pencil

Learning Experience:

1. Place the study print so all can see it.
2. Conduct the following discussion:
   A. What is happening in the picture?
   B. Why do you think the boy is running across the street before the policeman let the children cross?
   C. Do you think that is a good thing to do? Why?

D. Why do you think the policeman is there? Do you think that is necessary? Why do you think that?

(Be sure children understand "respect for authority" Try to bring out respect for authority with rules enforced by teachers, principals, club rules, traffic lights, etc.)

E. Can you think of other times we should respect authority like that of the policeman?

(After each response ask: Why should we do that?)

F. Thinking over what we have talked about, what can we say about respect for authority?

Evaluation:

Have the students finish these statements. After they have written their statements, have them read them to the class and tell why they think they are important.

1. If I were principal of this school there are three rules I think children should respect. (List them)

2. If I were teacher in this classroom, there are three rules I think children should respect. (List them)

3. Role play BFA print allowing children to disobey patrolman. Then discuss the outcome if we didn't respect authority.

UNIT II

LESSON 18 - INSECURITY

Purpose:

Everyone feels insecure in a new situation.

Concept:

Insecure feelings

Terminal Objective:

Following the lesson the pupil will be able to describe a time when he felt insecure and analyze why he had those feelings.

Enabling Objective:

1. Pupils will verbalize through the questioning period that people feel insecure for various reasons and that it's O.K. to feel that way.

2. Pupils will verbalize through the questioning activity that different people have different abilities and this is a normal situation.

Materials:

Book, The Turtle and His Friends by Thomas Gnagey and Patricia Gnagey

Learning Experiences:

1. "In our story today listen carefully to discover some special things about how our animal friends learn." Read Chapter VI, pages 102-107.

2. Conduct the following discussion:

   A. What happened in the story?

   B. How many times did Turtle ask his mother how long it was until the party started? Why did he ask so many times?

C. How do you feel when you are waiting for something special? Why do you think you feel that way?

D. What happened when the animals began to play games at the party?

- The Worm
- Toad
- Turtle
- Snail

(Be sure to have students tell about each)

E. Who was best at remembering all the rules in the game the animals played? Who had trouble remembering?

F. Why do you think the Worm was so shy?

G. Have you ever been asked to play a new game or do something you were not sure you could do? What did you do? How did you feel? Why did you feel that way?

H. Thinking back over the story and the things we've said, what can we say about people and how they feel when they are in a new or strange situation? Why?
(Get several examples)

Evaluation:

Use or adapt the two activities on Page 116 and 117 (1 and 2c) of The Turtle and His Friends to suit your particular needs.

UNIT II

LESSON 19 - UNDERSTANDING

Purpose:

Understanding feelings of others

Concept:

Understanding, Compassion

Terminal Objective:

Pupils will be able to synthesize in one statement their feelings about the treatment of newcomers.

Enabling Objective:

1. Pupils will verbalize their feelings about acceptance when they have experienced entering a new situation.
2. Pupils will make suggestions regarding the treatment of new children who come to school or join their class.

Materials:

1. BFA Study Print - "New Student"
2. Paper, pencil

Learning Experiences:

1. Place the picture where all can see it.
2. Conduct the following discussion:
   A. What is happening in the picture?
   B. How do you think the girl feels? Why do you think she feels like that?
   C. Who has a different idea of how she feels. Why do you think she feels that way?

D. If you were in this class, how could you make her feel at home? How would that help?

E. Has something similar to what is happening in the picture ever happened to you or someone you know?
How did you feel?
Why do you think you felt that way?

F. Can anyone think of another situation where you might feel like this?
Why do you think you would feel that way?

G. How do people feel in new situations?
Why do they feel that way?

Evaluation:

1. Finish this statement:

   It is important to try to help people in new situations because_____.

   We can help newcomers in the following ways_____.

2. Observe students' behavior when new children enroll in class.

APPENDIX I

GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

Ordering or commanding	Criticizing and disagreeing
Admonishing	Praising and agreeing
Warning	Name calling or interpreting
Advising	Reassuring and sympathizing
Instructing	Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries

to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.

2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.

4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.

5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.

6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.

7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."

8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." Could it be....?" and state her hunch about the purpose in a tentative manner.

9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.

10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.

2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.

3. In giving feedback, consider how it will help the others for you to say this.

4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.

2. Spectator "therapy" can occur through audience observation and empathy.

3. Role playing promotes the development of personal flexibility and social skills.

4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation; preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

   After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

   Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

> This is our pretending space. (Indicate play area.)
> Find a standing-up place in here where you won't be too close to any other person.
> Stand there absolutely quietly. (Wait for quiet.) Good.
> Show me you are ready to listen and imagine.
> Today we are going to imagine we are_____ (see specific direction).
> When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."
> See if you can show me by your actions your ideas about_____.
> Do not say anything.
> Imagine there are no other children around you. See if you can really make me believe you are a _____.
> Ready, begin.

Observe the pantomimes and make encouraging reamrks for creative responses such as, "Oh, I see someone that is_____(describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

   The teacher says, "Find your places and stand quietly."

   At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

   During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

   Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

   When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible.

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.

2. Actions - no words (for pantomime).

3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage

others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

RestTessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a role in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

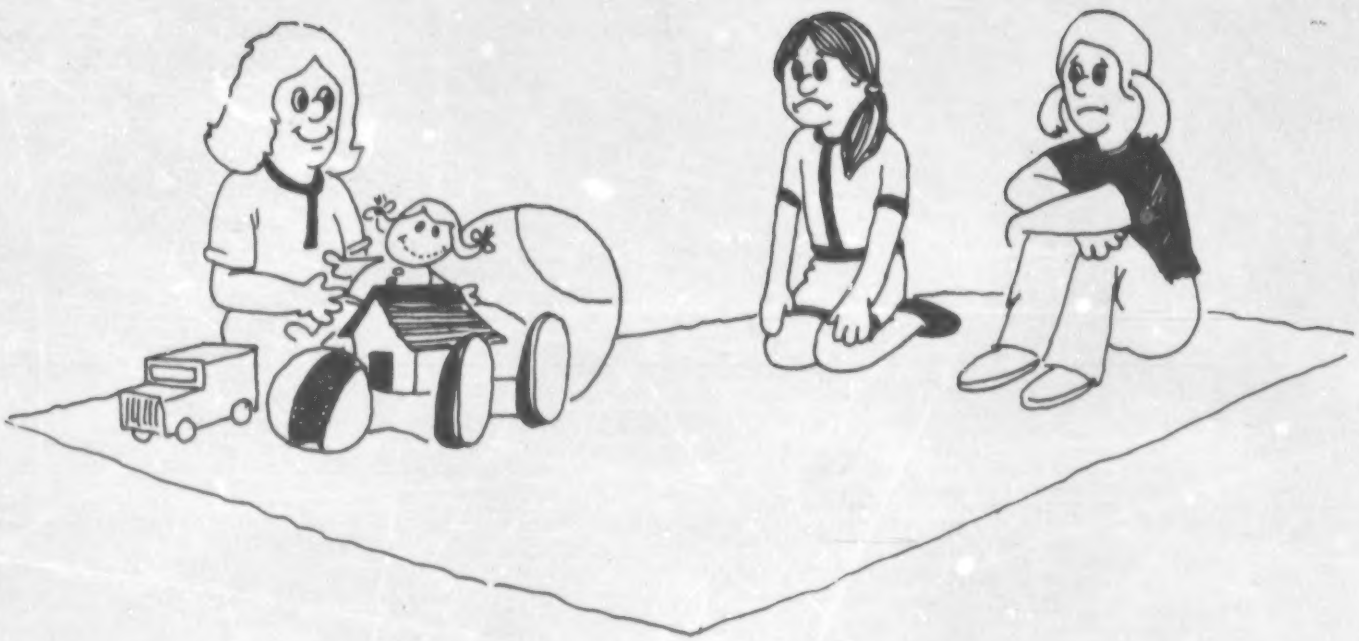
APPENDIX II

DAYDREAMING

(Transparency #1)

THREE FACES

(Transparency #2)



SHARING

(Transparency #3)

MATERIALS LIST BY GRADE
(Schedule A)
Level K

PROJECT PRODUCED MATERIALS		COMMERCIAL	
1.	Clean and dirty paper puppets patterns	1. A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114	$ 5.95
2.	2 paper tooth puppets		
3.	2 transparency masters of Patrick	2. * Record "Swinging On A Star"	1.00
4.	Hand stomach puppet- pattern	3. Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette	19.00
5.	Evaluation sheet	4. "Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette	19.00
6.	Hand Puppet - Gray Rabbit		
7.	Paper Rabbit	5. Big Brother, Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York	4.59
8.	Bird Pie transparency master		
9.	Evaluation sheet	6. "Will You Be My Friend?" (Scholastic) Filmstrip/ Cassette	19.00
10.	"Red Ball" transparency		
		7. "Sticks 'N Stones" (Scholastic) Filmstrip/ Cassette	19.00
		8. * Reflections - Record Vicki Carr	1.00
		TOTAL	$88.54

*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

Level I

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	"Everything is Beautiful" Record	$ 1.00
Ernie, Skippy, Eddie Puppet Patterns	Book If I Were, Barbara Shook Hazen. Western Publishing Co.	5.54
Tape of Skippy and Ernie Dialogue	The Ugly Duckling. Scholastic Version.	.95
Flower Pattern	The Hating Book, Charlotte Zolotow - Scholastic Books	.95
	*But It Isn't Yours - Part I Guidance Associates Filmstrip/ Cassette	26.00
	**BFA Study Print 220004 My Class: "Teachers Away"	25.50
	BFA Study Print 221007 My School: "Borrowing Without Asking"	
	*"The Trouble With Truth" - Part I, Guidance Associates Filmstrip/Cassette	26.00
	*"That's No Fair" - Part I Guidance Associates Filmstrip/ Cassette	26.00
	BFA Study Print 221008 My School: "Littering"	
	BFA Study Print 220001 My Class: "School Book"	
	(See Level II) TOTAL	$110.94

*This package contains Part I & II. Part II is used in Level II. Package must be purchases as a unit.

**Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package". $25.50. This set cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		Book, I Write It, Ruth Krauss Harper and Row $2.57, 1970	$ 2.50
Transparency - Boy and girl daydreaming		Book, The Turtle and His Friends, Thomas and Patricia Gnagey, 1970 Facilitation House, Ottawa, Ill.	2.00
Transparency - Three Faces		*"But It Isn't Yours" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
Transparency - Sharing Toys		BFA Study Print 20008, My Class: "Last One Chosen"	
		*"That's No Fair" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 220003 My Class: "Cheating On a Test"	
		BFA Study Print 221004 My School "Fight!"	
		BFA Study Print 221002 My School "Wall"	
		*The Trouble With Truth - Part II Guidance Associates Filmstrip/ Cassette ($24.50)	
		BFA Study Print 221001 My School "Crossing Guard"	
		BFA Study Print 220007 My Class "New Student"	
		(See Level I) Total	$ 4.50
		*This Package contains Parts I & II. Part I is used in Level I. Package must be purchased as a unit.	

Level III

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide Value Activity Sheet - "No One Else" - Student Handout "What Person In This Group" Student Handout	"Guess Who's In A Group" Guidance Associates Filmstrip/ Cassette	$26.00
	BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005	
	BFA Study Print 218004 "Cheating" - My Friends	
	BFA Study Print 218005 "Four Eyes" - My Friends	
	BFA Study Print 216008 My Home: "Thirsty Dog"	
	"You Promised" Guidance Associates Filmstrip/Cassette	26.00
	BFA Study Print 216001 My Home: "Locked House"	
	BFA Study Print 219007 People I Don't Know: "Lost Child"	
	"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019	15.00
	TOTAL	$67.00

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	*Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values)	$15.50
Handouts:	*Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values)	15.50
Girl Scout Law Response to Pledge Law of the Camp Fire Girls Blue Bird Wish Oaths of Office Flag Pledges Hidden Word Puzzle (Rick and Lady) "I Am Glad" "Happiness" "Best Friend" Matching Quiz - Book, T.V. Monies Hidden Word Puzzle - "Communicating" "Things for Which Others Might Dislike Me" Song - "I Am Proud" Career Examples Career Riddles Weekly Budget Hidden Word Puzzle - Savings Account "Beat the Clock" Song - "A Timely Rhyme" "Individual Evaluation" Poem - "Song of Greatness" "Follow the Leader Questions"	Filmstrip/Cassette "Pam Puts It Off", Eyegate House	12.95
	Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019	20.00
	*Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action)	13.00
	TOTAL	$76.95
Transparencies:		
Transparencies of famous people total 8		
"Play Ball" Lesson - Transparencies - Total 4		
Cassettes		
Cassettes of stories Cassettes of songs (Optional)		

*These filmstrips are part of a package and the publisher may be reluctant to break the set.

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide Transparencies A-1 A-2 A-3 C-1 Handouts Janet's Diary "What's Wrong with Jeb Miller?" "Kelly's Addition" "Mr. James Miller Speaks" "Why Kelly's Addition should Be Rezoned"		"Max" and "Max Is Not Alone" Filmstrip/Tape, Photographic Laboratories, 1962 West Gray, Houston, Texas 77019 TOTAL	$ 15.00 $ 15.00

VENDOR LIST
(Schedule B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$	19.00
"Smiles Don't Just Happen" (LevelK)		19.00
"Will You Be My Friend?" (Level K)		19.00
"Sticks 'N Stones" (Level K)		19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	$	26.00
"The Trouble With Truth" (Levels 1 and 2)		26.00
"That's No Fair" (Levels 1 and 2)		26.00
"Guess Who's In a Group" (Level 3)		26.00
"You Promised" (Level 3)		26.00

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE Learning Corp.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	$	15.50
"The Broken Sleds"		15.50

EYEG
911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts it Off" (Level 4)	$	12.95

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403

"My Best Friend" (Level 4)	$	13.00

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and		
"I Double Dare You To" (Level 3)	$	15.00

FILMSTRIPS/CASSETTES (Continued)

"Reflections" (Level 4)	$	20.00
"Max" and "Max Is Not Alone" (Level 5)		15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404

"Teachers Away" (Level 1)	*$	25.50
"Borrowing Without Asking" (Level 1)		
"Littering" (Level 1)		
"School Book" (Level 1)		
"Last One Chosen" (Level 2)		
"Cheating on a Test" (Level 2)		
"Fight!" (Level 2)		
"Wall" (Level 2)		
"Crossing Guard" (Level 2)		
"New Student" (Level 2)		
"Discrimination" (2) (Level 3)		
"Cheating" (Level 3)		
"My Friends" (Level 3)		
"Thirsty Dog" (level 3)		
"Locked House" (Level 3)		
"Lost Child" (Level 3)		

*The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package." This set cannot be broken.

BOOKS

Parent's Magazine Press
52 Vanderbilt Avenue
New York, New York

Big Brother (Level K)	$	4.59

BOOKS (Continued)

Western Publishing Company
6200 Richmond Avenue
Houston, Texas
Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)	$ 5.54

Scholastic Magazines and Book Services
50 West 44th Street
New York, New York 10036
Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)	$ .95
The Hating Book (Level 1)	.95

Harper and Row Publishers
49 East 33rd St.
New York, New York 10016

I Write It (Level 2)	$ 2.50

Facilitation House
P.O. Box 611
Ottawa, Illinois 61350

The Turtle and His Friends (level 2)	$ 2.00

RECORDS

A.B. Le Crone Company
Rhythm Record Company
819 N. W. 92nd Street
Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)	$ 5.95

Local Record Stores

Swinging on A Star (Level K)	$ 1.00
Reflections - Vicki Carr (Level K)	1.00
Everything is Beautiful - Ray Price (Level 1)	1.00